

Cleveland Division of Police
8 Hour Telecommunicator Training
Lesson Plan: Crisis Intervention Team Training

Title of Lesson: Crisis Intervention Team Training

Author: Carmen Gandarilla, LSW

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Approving Authority: PENDING

Course Goal:

The goal of this course is to learn about communicating with people who are in crisis.

Course Learning Objectives:

- Role of the Crisis Intervention Team Officer
- Definition of Crisis
- Signs and symptoms of mental illness
- Active Listening Skills
- Suicide Prevention
- Vicarious Trauma and Self-Care

Methodology:

Participants will be taught by one instructor. A PowerPoint presentation will serve as an instructional aid which includes an ice breaker, video, audio tapes, role play, lecture and discussion.

Training Equipment:

- Computer, projectors, screen and speakers
- PowerPoint presentation (electronic and handout)

Training Schedule: 8 hours – 480 minutes

Content	Teaching Methods & Materials	Time
<u>Slides #1-3</u> Welcome/Introductions Review training goal and objectives	Lecture and discussion	10 min.
<u>Slide #4</u> CIT definition	Lecture and discussion Review definition, per CIT International	5 min.
<u>Slide #5-6</u> CIT Officer and the Role of the Telecommunicator	Lecture and discussion	10 min.
<u>Slides #7</u> Crisis Intervention Team Program	Lecture and discussion Review Cleveland's CIT policies-give handout	5 min.
<u>Slide #8</u> Group Discussion: Ice Breaker	Activity: Ask 3 questions listed on slide Group feedback/discussion	10 min.
<u>Slide #9</u> Definition of Crisis	Lecture and discussion Review definition of crisis and get feedback from group	10 min.
<u>Slide #10</u> Mental Illness: The Facts	Lecture and discussion Review mental illness facts/give hand-out from www.nami.org	10 min.
<u>Slides #11-12</u> Loss Model: Profiles of People in Crisis	Lecture and discussion Introduce and explain the Loss Model-there are 4 profiles	5 min.
<u>Slides #13</u> Observable Characteristics	Lecture and discussion Review the diagnosis for each profile	10 min.
<u>Slides #14-15</u> Loss Model: Loss of Reality	Lecture and discussion Review Loss of Reality characteristics Discuss delusions vs. hallucinations	10 min.
<u>Slide #16-17</u> Loss Model: Loss of Reality	Lecture and discussion Review de-escalation strategies Activity: Listen to audio-tape/Debrief Role Play	25 min.
<u>Slide #18</u> Mindstorm/Video	Activity: Show video and ask for reactions Give questionnaire related to video	15 min.
<u>Slides #19-20</u> Loss Model: Loss of Hope	Lecture and discussion Review Loss of Hope characteristics and de-escalation strategies Activity: Listen to audio-tape/Debrief	15 min.
<u>Slides #21-22</u> Loss Model: Loss of Control	Lecture and discussion Review Loss of Control characteristics and de-escalation strategies Activity: Listen to audio-tape/Debrief Role Play	25 min.
<u>Slides #23-24</u> Loss Model: Loss of Perspective	Lecture and discussion Review Loss of Perspective characteristics and de-escalation strategies Activity: Listen to audio-tape/Debrief Role Play	25 min.
<u>Slide #26</u> Substance Use Disorder True or False	Lecture and discussion Review statistics, per www.samhsa.gov	5 min.

Content	Teaching Methods & Materials	Time
Slide #27 Dual Disorders	Lecture and Discussion Define dual diagnosis. Give hand-out	5 min.
Slides #28 Question: Children's Mental Health True or False	Ask 3 questions and discuss answers	5 min.
Slide #29 What do people want when calling about children?	Lecture and discussion Discuss the types of calls they receive related to children. Give hand-out related to suicide ideation/attempts and depressive symptoms from Cuyahoga Co. Activity: Listen to audio-tape/Debrief	15 min.
Slide #30 Children's Mental Health Issues	Lecture and discussion Review bullet points. Give hand-out from www.nami.org	10 min.
Slide #31 Communication and Active Listening: Game of Telephone	Activity: Game of telephone. Instructor will get 4 volunteers for demonstration and explain reason behind activity	20 min.
Slide #32 What is Active Listening?	Lecture and discussion. Ask group what active listening means.	5 min.
Slide #33 Active Listening Skills	Lecture and discussion. Review the 8 active listening skills.	5 min.
Slides #34-38 Active Listening Skills	Lecture and discussion. Review each skill individually, giving definition and example of each. Role play third party caller at slide 38	25 min.
Slide #39 Barriers to Active Listening	Lecture and discussion Review additional barriers dispatchers face	5 min.
Slide #40 Tone/Video	Lecture and discussion Activity: Show video and ask for reactions Discuss importance of tone when engaging with callers	5 min.
Slide #41 Empathy/Video	Lecture and discussion Activity: Show video and ask for reactions	10 min.
Slides #42-43 Additional Phrases to Use and Phrases to avoid	Lecture and discussion Review phrases to use and to avoid	10 min.
Slides #44-47 Suicide Prevention	Lecture and discussion Review statistics, myths, and facts Give hand-out on Ohio Suicide Statistics	15 min.
Slide #48 Suicidal Callers	Lecture and discussion Review tips how to handle suicidal callers	5 min.
Slide #49 The L.A.S.T Model for Suicide Prevention	Lecture and discussion Explain the L.A.S.T Model and define: lethality, access, specificity, and timing Play video of suicidal veteran	15 min.
Slide #50 Suicide Prevention: Role Play	Activity: Need 2 volunteers, caller and operator. Role play a suicide call in front of group.	25 min.

Content	Teaching Methods & Materials	Time
<u>Slides #53</u> What is Trauma?	Lecture and discussion Define trauma	10 min.
<u>Slides #54</u> Vicarious Trauma	Lecture and discussion Define vicarious trauma and its impact	10 min.
<u>Slide #55</u> Self-Care...What is it?	Lecture and discussion How do they define self-care?	5 min.
<u>Slides #56-57</u> Strategies for Self-Care	Lecture and discussion What strategies do they use now? What can they do?	10 min.
<u>Slide #58</u> Internal Resources	Lecture and discussion Review resources for staff	10 min
<u>Slide #59</u> Community Resources	Review community resources Distribute District Resource Cards	5 min.
<u>Slide #60</u> Summary	Summarize objectives - allow for final thoughts, comments, questions	5 min.
Add two 10 minute breaks and 30 minute lunch = 50 minutes		50 min.
Total		480 min. 8 hours